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ABSTRACT

A 1968 New England Regional Commission grant to the Vermont Department of Administration financed a feasibility study for a technical college at the postsecondary level. The commission undertook two specific studies: an examination of ultimate career destinations of Vermont secondary students and a survey of Vermont industry to determine immediate and long-term needs for technical personnel. In the first study, an extensive need for additional postsecondary educational opportunities in the state was found, including trade and technical education at varying levels. Based on results of the second study, pros and cons were outlined for six alternative courses of action: (1) build two-year technical colleges, (2) expand existing technical college facilities, (3) establish technical college extension centers, (4) establish extension centers affiliated with higher education institutions, (5) establish a community college, and (6) a combination of the above five courses. A broad combination of two-year technical, two-year vocational, and upgrading of existing individual courses was chosen, and a preliminary draft of enacting legislation drawn up, including provision for trustee appointments, trustee authority, accounting procedures and controls, tax exemptions, and appropriations. Survey data on high school and vocational education graduates and their postsecondary educational attainment are appended. (MSE)

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VERMONT

Technical Education Commission Report
Mountpelier, Vermont January 1969

ED222132

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SUMMARY
of
VERMONT TECHNICAL EDUCATION COMMISSION
REPORT

Recommendations and Conclusions

INTRODUCTION

FOREWORD

In May 1968 the New England Regional Commission made a $15,700 grant available through the Vermont Department of Administration to finance a feasibility study for a technical college at the post-secondary level.

To implement this study, Governor Philip H. Hoff appointed a Commission comprising the following individuals—

Harvey B. Scribner, Chairman
Commissioner of Education, Vermont

E. F. Griffin, Plant Manager, Union Carbide Company
Bennington, Vermont

Paul H. Guare, Deputy, Department of Administration
Vermont

Edwin L. Huber, Manager of Personnel, Jones & Lamson Machine Tool Company, Springfield, Vermont

William L. Irvine, President, Vermont College, Montpelier, Vermont

William Kellner, Purchasing Support Department, General Electric Company, Burlington, Vermont

Milton J. Nadworny, Chairman, Department of Economics and Business Administration, University of Vermont; Burlington

William D. Ross, Industrial Engineering Manager, International Business Machines Corporation, Essex Junction, Vermont

J. William Sinclair, Retired; formerly Vice President Esso Standard Eastern, Inc.; Standard Oil Company of New Jersey; Island Pond

The first of five Commission meetings was convened by Chairman Scribner on June 26, 1968. The concluding session of the Commission was held on December 14, 1968, where

Commission conclusions and recommendations were approved by a unanimous vote of the Commission. A press conference was called immediately after this meeting and the Commission report was released to the public.

During the time the Commission proceeded with its work one or more consultations were held with several persons whose knowledge and/or interests were directly related to the issues with which the Commission was concerned:

Mr. David Emery, Development Department, Industrial Development Division

Mr. Robert Wilson, Commissioner of Development, State of Vermont

Dr. Robert Babcock, Provost, Vermont State Colleges

Mr. Pierre Keiffer, President, Vermont Technical College

William Kearns, Jr., Commissioner of Administration, State of Vermont

PROCEDURE

At its initial gathering the Commission discussed many aspects of the problem and recognized the existance of other technical education surveys and studies which had been completed previously. It further determined that every effort should be made to avoid duplication of these studies with the hope that tangible results would be achieved.

The Commission members agreed that the initial thrust of its study should be directed toward two specific areas:

1. An examination of the ultimate career destination of Vermont secondary students to determine the number of students available for post-secondary technical education, and

2. A survey conducted through personal contact with Vermont industrial enterprises to determine industry's immediate and long-term needs for technical personnel.

Two preliminary studies were thus organized to fulfill the initial thrust of the Commission.

1. One study relating to the career destination of Vermont secondary school students was effected under the direction of Mr. Richard Sargent, Vocational Education Division, Vermont Department of Education.

2. A second study provided for a survey of Vermont industrial enterprises to determine industry's immediate and long-term needs for technical personnel. This study was directed by Dr. Frank Sargent, Associate Professor of Management at Norwich University.

Results of Special Studies

Career Destination Study

While full supporting statements and statistical data are available to the public in the two special study reports, a few study conclusion statements can be reported here.

A close examination of the ultimate career destination study data of Vermont secondary students by Richard Sargent revealed that the original problem, as identified, is too limited in scope. Consideration must also be given to those people who have special needs or want additional education and training at the secondary level.

Types of persons who were identified by preliminary findings from the vehicles used were:

1. Persons who have completed the full-time secondary school and desire to continue their education at less than baccalaureate level,

2. Persons who have completed or left high school and who are available for study in preparation for entering the labor market, and

3. Persons who are currently employed in the labor force who have a need or desire to update their education and skills, which would result in individual advancement or increased employability.

It was further noted by study director Richard Sargent that certain additional observations indicated an extensive need for additional post-secondary educational opportunities to be developed in Vermont. Sargent believes that such opportunities must include technical and trade education at varying levels.

1. An expansion of offering within the two-year associate degree program (as offered at Vermont Technical College).

2. A two-year vocational education and training program below the two-year college level but above the skilled craftsman level.

3. Adult Education programs either on a course basis or on a planned continuing program basis.

4. Educational programs on a course basis resulting directly from inquiries by business and industry to meet an immediate need.

Survey of Vermont Industry

Based on information assembled in his survey of Ver-

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mont industry, Professor Sargent proposed six alternative courses of action for the consideration of the Commission.

1. Build one or more two-year technical colleges.

2. Expand the present facilities of the Vermont Technical College.

3. Establish extension centers operated by Vermont Technical College.

4. Establish extension centers affiliated with existing institutions of higher learning.

5. Establish a community college.

6. Any combination of the above.

In suggesting these six alternatives, Professor Sargent was careful to include many other considerations, factors favoring each alternative and factors militating against the suggested alternatives.

A selected number of pro and con factors for each alternative are noted below.

Alternative No. 1 — Build one or more two-year technical colleges.

Pro:

1. It would help to alleviate the shortage of engineering technicians (Level I) in the two primary geographic areas of technical need.

2. It would provide expansion room for future demands in that technician area and it would allow some diversification of offerings not now avaliable at Vermont Technical College.

Con:

1. High cost of building. The present Vermont Technical College plant involves an investment of approximately $6,500,000, plus $1,000,000 in equipment.

2. Presently projected student availability indicates that by 1972-3 students planning on entering two-year technical colleges full time will be fewer than Vermont Technical College's freshmen student capacity at that time.

Alternative No. 2 — Expand the present facilities of the Vermont Technical College.

Pro:

1. Costs would be smaller.

2. Courses demanded, but not presently taught, will be offered.

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Con:

1. Expansion of Vermont Technical College campus per se does not solve the problem of demands for cooperative education by industry because of the non-proximity of much of the industry.

2. The need for "industrial technicians", Level II, is not alleviated.

3. Needs of working students are not met.

Alternative No. 3 — Establish extension centers operated by Vermont Technical College.

Pro:

1. Students can live at home, thereby decreasing costs. Industry states that it would subsidize further tuition costs to some extent.

2. Such a program can serve both those who wish to be upgraded into Level I but do not wish to obtain a degree, as well as those who wish later to complete requirements for an associate degree.

Con:

1. Educational deficiences in a number of potential applicants. This may make adequate student enrollment difficult and require remedial basic courses, the success of which is not assured.

2. The probable necessity of initially establishing qualifying technological core courses to elevate the students' educational level. (This is also done by Connecticut's technical college extension centers.)

Alternative No. 4 — Establish extension centers affiliated with existing institutions of higher learning.

Pro:

1. Opportunities for cooperative and part-time employment would still exist.

2. Fuller utilization of space, equipment, and faculty might be welcomed by the institutions concerned.

Con:

1. While such an affiliated extension program would be quite feasible in Burlington, difficulties would be encountered in the Rutland-Springfield area owing to geographic distances.

2. This course depends fully on the willingness and ability of the institutions concerned to cooperate in this scheme.

Alternative No. 5 — Establish a community college.

Pro:

1. Curriculum can be geared to: terminal students at the two-year technical college level, individual courses for upgrading purposes, and some core curriculum preparation allowing students to go on for completion of the bachelor's degree in the technical field.

2. Projections foresee a total of 1000 junior colleges in the United States by 1970, with 1.5 million students enrolled in fifty states. In Vermont the same pressures exist which have led other states to investigate the value of bringing to a large number of people low-cost, comprehensive, two-year colleges. There are four categories: (a) local (community) two-year colleges; (b) state junior colleges; (c) technical institutes; (d) branches and extension centers.

Con:

1. The cost of equipping a technical/vocational regional community college would be relatively high (such as for a library, laboratories, etc.) and local opposition to increased taxation might be severe.

2. The establishment of a community college depends entirely on the number of sufficiently qualified students, sufficient interest by students and the communities involved, and access to facilities, libraries, and laboratories. Hence, a gamble is involved since the college would have to operate entirely locally.

The Commission carefully considered and thoroughly discussed the conclusions which were reached by Mr. Richard Sargent and Professor Frank Sargent in their respective reports.

Commission Recommendations and Conclusions

A thorough analysis of the two special studies is recommended by the Commission as essential to an adequate understanding of supplementary education programs at the post-secondary level.

Following a comprehensive exploration and review of these studies and other available information, the Commission agreed unanimously on the following basic conclusions:

1. There is extensive equal need for technical education on three levels:

   a. The two-year associate degree technical college or institute program.

   b. The two-year vocational training program above the

skilled craftsman level and below the level of the two-year college.

c. Additionally, upgrading training on an individual course basis is essential on both these levels, as well as on the skills level.

2. The total estimated annual demand for new technicians in Vermont between 1968 and 1973 will exceed existing sources of supply of such personnel.

3. The expansion or modification of existing facilities to meet this need would not provide a practical or realistic solution.

4. The establishment of a single technical institute would not meet state-wide needs and the heavy financial investment required for this purpose is considered to be unavailable in view of other educational priorities.

5. A program to provide additional opportunities for technical education should not be considered in isolation, but should be developed as a part of a coordinated approach to supply comprehensive opportunities for education in a broad area above the secondary and below the baccalaureate level.

6. There is a mounting interest in, and demand for, adult education programs among Vermonters eager to acquire new or improved employment skills and to permit educational advancement.

7. Vermont must supply additional and more diversified adult education opportunities in response to the aspirations of its people and the demands of its economy.

Two factors were obvious to the Commission throughout its deliberations. First, the Commission was concerned with an approach to the problem that would serve the needs of the entire state. A public educational facility limited by location will serve a limited local purpose. Secondly, it was very apparent to the Commission members that a state with a sparse population density factor must be especially careful in planning for statewide programs and facilities.

Programs administered by the University of Vermont's Evening Division and the Department of Education's Vocational Education Division should be supplemented and not duplicated by any new post-secondary educational planning. In spite of the effective results obtained through these programs and the implementation of new courses by the regional vocational education centers, the Commission concluded that many Vermonters are deprived of needed and desired educational advancement opportunities. It is believed that present facilities at Vermont's institutions of higher education could be more effectively utilized for needed educational programs.

To exploit these advantages and to meet the apparent needs of both our people and the business community, the Commission recommends:

1. The establishment of the Vermont Regional Community College System.

2. That the operation of the system be directed by a seven member commission appointed by the Governor, representative of business, industrial and educational interests with the Commissioner of Education, an ex officio member.

3. That the ultimate objectives of the Community College System be undefined at this time and that future development be based on operating experience and evidence of student interest and public support.

4. Organization of a flexible program tailored both to our needs and our capacity.

5. That instructors be recruited from Vermont industry, particularly for courses in the vocational and technical field.

6. That a charge for tuition be assessed to make the Community College System largely self-supporting.

The Vermont Regional Community College System would offer a flexible comprehensive program in vocational, technical and liberal arts areas. Both credit and non-credit courses would be offered contingent on demand.

Initially, staff requirements would be limited to an Executive Director and secretary.

The executive director would be responsible for identifying the need for courses in a particular area based on analysis of business and industrial needs and student potential; for structuring the courses and arranging for qualified instruction and necessary physical facilities.

Course offerings should be sufficiently varied and flexible to provide opportunity for students to seek new or improved employment skills and to pursue studies at the college level which would provide for subsequent transfer of credit to two or four year colleges.

The Commission contemplates that such courses, contingent on demand, might extend from a single day to an academic year, and that the instruction period would generally extend from 4 P.M. to midnight.

Vermont's business and industry offers invaluable instructional talent, now being utilized with considerable effectiveness in vocational and technical education programs.

The vocational centers, planned or in operation, and their

affiliated programs and facilities offer excellent locations for the delivery of educational services.

In conclusion, the Commission wishes to reiterate its deep concern for statewide recognition and resolution of the objectives of the study as charged by Governor Hoff in his original letter to the Commission members. The Commission urgently hopes that the concept of a Vermont Regional Community College System will be adopted and implemented by the legislature. Adaptations to the proposed community college system can be effected readily if there is a real understanding of its objectives and a firm belief in its value to the citizens of the state of Vermont. The future growth and development of Vermont could be greatly enhanced by these educational advances proposed by this Commission.

(Preliminary Draft)

AN ACT TO ESTABLISH
the
VERMONT REGIONAL COMMUNITY COLLEGE SYSTEM

§1 There is hereby created as part of the educational system of the State of Vermont a public corporation to be known as "Vermont Regional Community College System" which shall plan, provide, supervise, and administer educational programs for students who seek new or improved employment skills or instruction of collegiate quality leading to credit towards, or attainment of, a degree usually given in Junior Colleges. The corporation shall have a seal and shall be an instrumentality of the state for the purposes set forth in this Act. The State of Vermont shall support and maintain the corporation.

§2 **Trustees, appointment, vacancies.** The corporation shall be governed by a board of seven trustees. Biennally the governor with the advice and consent of the Senate, shall appoint trustees for six year terms expiring March 1 of the year of the biennial session. However, of the trustees first appointed, two shall be appointed for terms to expire March 1, 1971, two for terms to expire March 1, 1973, and two for terms to expire March 1, 1975. The Commissioner of Education shall, by virtue of his office, be a trustee with voting power. In the event of any vacancy occurring in the membership of the board between biennial sessions, the governor shall fill the same, which appointment shall terminate March 1 in the year of the next following biennial session. The trustees shall be residents of Vermont. Appointments shall be made with due regard for intellectual and professional abilities and regional distribution. At the first meeting of the board and annually thereafter, the board shall elect one of its members to serve as chairman. Members of the board shall be entitled to reimbursement of their necessary expenses incurred in the performance of their official duties.

§3 **Board of Trustees; Power.** The board shall have the power to do all things convenient or necessary to carry out the purposes of the corporation, and;

(a) shall elect a president and may employ necessary officers, faculty and staff and prescribe their duties, salaries, and terms of office;

(b) may confer such honors and degrees as are usually given in Junior Colleges for the successful completion of two years of an educational program following high school;

(c) may enter into agreements with any person, firm or corporation to provide facilities, supplies, or personnel for its corporate purposes;

(d) may accept, use, and administer such funds as may be available to it for any of its corporate purposes by the United States or any of its agencies, and to agree to any terms and conditions with reference thereto which may be required thereby not inconsistent with its corporate purposes;

(e) may lease facilities for its corporate purposes from any school district in the state, such leases to be at a rate not to exceed the actual cost to a school district in making such facilities available;

(f) shall make by-laws and regulations for the government of its meetings and of the corporation, prescribing among other things the terms of admission, courses of instruction, educational standards, rates of tuition, scholarships, other student aids, and such other matters as may be required to carry out the purposes of the corporation.

§4 **Procedures Relating to Accounting.** The corporation shall develop, administer and install procedures relating to accounting practices, control of expenditures, budgets, audits and purchase of supplies. The fiscal year of the corporation shall be July 1 to June 30 and its fiscal biennium shall be the period of two successive fiscal years beginning July 1 of each odd numbered year.

§5 **Controls and Audits; Financial Reports; other Reports.**

(a) Control of funds appropriated and of the work carried on shall be vested in the board of trustees.

(b) The books and accounts of the corporation shall be audited annually as of June 30 under the supervision of the auditor of accounts.

(c) The trustees on or before October 1 in every even numbered year shall file with the commissioner of administration and with the state treasurer statements showing in detail the amount appropriated to the corporation and expended for the current fiscal biennium as required by law in the case of the head of each department of the state.

(d) Biennially the corporation shall report to the leg-

islature on the activities of the corporation during the preceding biennium.

(e) With the approval of the governor, the commissioner of administration, through the budget director, or such divisions of the department of administration as the commissioner may designate, shall have the following powers, duties, and functions:

(1) The authority to allot from time to time to the corporation the appropriation made by the general assembly for the corporation. The allotment may be made on a monthly basis, or as the work of the corporation may progress;

(2) The keeping of such controlling accounts as may be necessary in order to determine the accuracy and limit of the expenditures made under the allotments;

(3) Have access to the right to copy any records of the corporation under such regulations as the governor may prescribe.

The corporation shall be governed by the allotments made as provided herein and shall not at any time exceed the sums thus alloted. But nothing contained herein shall authorize any decreases in any appropriation by the commissioner or any division director, except to the extent that actual annual receipts are less than estimated receipts.

§6 **Tax Exemptions.** Any property owned by the corporation shall be exempt from taxation.

§7 **Non-applicability of Certain Statutes.** Except as expressly provided in this Act, the corporation, its officers and employees shall not be governed by:

(1) chapter 9 of Title 3 dealing with administrative departments;

(2) chapter 13 of Title 3 dealing with classification of state personnel;

(3) chapter 15 of Title 3 dealing with state employees retirement system.

§8 **Appropriations.** There is hereby appropriated $35,000 for the purposes of this Act.

STATE OF VERMONT
Department of Education
Montpelier, Vermont

A STUDY OF VERMONT HIGH SCHOOL GRADUATES
1963 - 1967

Classification	1963 Boys	1963 Girls	1963 Total	1964 Boys	1964 Girls	1964 Total	1965 Boys	1965 Girls	1965 Total	1966 Boys	1966 Girls	1966 Total	1967 Boys	1967 Girls	1967 Total
1. Colleges or Universities	689	553	1,242	754	710	1,464	929	883	1,812	922	826	1,748	997	914	1,911
2. Service Academy	8	....	8	6	....	6	18	....	18	17	....	17	16	....	16
3. Junior Colleges	206	188	394	281	250	531	308	268	576	373	307	680	406	320	726
HIGHER EDUCATION	903	741	1,644	1,041	960	2,001	1,225	1,151	2,406	1,312	1,133	2,445	1,419	1,234	2,653
4. Hospitals—Nursing Education	....	128	128	....	154	154	1	152	153	....	121	121	1	142	143
5. Postgraduates in H. S. or Prep.	93	13	106	123	29	152	163	28	191	102	24	126	118	18	136
6. Other Schools — Cosmetology, Religious Practical Nursing, Art, etc.	71	251	322	96	341	437	99	353	452	109	277	386	88	272	360
EDU. BEYOND H. S.	164	392	556	219	524	743	263	533	796	211	422	633	207	432	639
TOT. STU. Continuing EDU.	1,067	1,133	2,200	1,260	1,484	2,744	1,518	1,684	3,202	1,523	1,555	3,078	1,626	1,666	3,292
7. Enlisted or inducted in Military Services	484	19	503	475	27	502	555	39	594	673	18	691	566	17	583
8. Employed	690	761	1,451	725	806	1,531	867	1,077	1,944	915	1,092	2,007	883	1,048	1,931
9. Homemaking — Married	....	216	216	....	226	226	....	258	258	....	257	257	....	308	308
10. Not Employed and Not in School	57	157	214	60	162	222	62	131	193	46	111	157	60	136	196
11. Location Unknown	15	15	30	16	19	35	26	31	57	30	32	62	43	25	68
12. Deceased	1	1	2	1	....	1	5	3	8	3	3	6	2	....	2
	1,247	1,169	2,416	1,277	1,240	2,517	1,515	1,539	3,054	1,667	1,513	3,180	1,554	1,534	3,088
TOTALS	2,314	2,302	4,616	2,537	2,724	5,261	3,033	3,223	6,256	3,190	3,068	6,258	3,180	3,200	6,380

COLLEGES AND UNIVERSITIES ATTENDED

Colleges and Universities	1963			1964			1965			1966			1967		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
VERMONT COLLEGES AND UNIVERSITIES															
University of Vermont	219	223	442	265	285	550	351	327	678	340	336	676	345	389	734
Castleton State College	32	50	82	43	62	105	70	105	175	61	69	130	83	82	165
Johnson State College	32	24	56	38	40	78	53	35	88	48	44	92	62	51	113
St. Michaels College, Winooski	31	....	31	18	....	18	27	....	27	15	....	15	27	....	27
Norwich University	30	....	30	32	....	32	25	....	25	20	....	20	27	....	27
Lyndon State College	16	12	28	18	27	45	25	23	48	28	29	57	48	29	77
Trinity College	....	23	23	....	37	37	....	61	61	....	45	45	....	43	43
Middlebury College	9	5	14	10	3	13	10	10	20	8	3	11	5	5	10
Bennington College	....	2	2	....	2	2	1	2	3	....	3	3	....	4	4
College of St. Joseph the Provider Rutland	....	2	2	....	10	10	1	8	9	....	7	7	....	10	10
Goddard College	1	....	1	1	2	3	3	3	6	....	2	2	3	....	3
Windham College, Putney	1	....	1	1	....	1	4	5	9	6	3	9	8	....	8
Marlboro College	....	....	....	....	3	3	5	1	6	7	1	8	5	3	8
Royalton College	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1
	371	341	712	426	471	897	575	580	1,155	533	542	1,075	614	616	1,230
OUT-OF-STATE	318	212	530	328	239	567	354	303	657	389	284	673	383	298	681
Totals	689	553	1,242	754	710	1,464	929	883	1,812	922	826	1,748	997	914	1,911
VERMONT JUNIOR COLLEGES															
Champlain College, Burlington	54	73	127	73	110	183	65	111	176	76	103	179	63	111	174
Vt. Technical College, Randolph	84	2	86	101	1	102	122	....	122	144	1	145	182	1	183
Vermont College, Montpelier	....	16	16	....	10	10	....	16	16	....	26	26	....	17	17
St. Joseph College, Old Bennington	5	10	15	13	16	29	21	24	45	28	22	50	24	24	48
Green Mt. College, Poultney	....	7	7	....	8	8	....	9	9	....	8	8	....	10	10
Castleton State College, Nurs. Prog.	....	5	5	....	5	5	....	3	3						
Middlesex College, Stowe							2	....	2	1	....	1			

UVM College of Dental Hygiene, Burlington													....	3	3
	143	113	256	187	150	337	210	163	373	249	160	409	269	165	434
OUT-OF-STATE	63	75	138	94	100	194	175	136	311	124	147	271	137	155	292
Totals	206	188	394	281	250	531	385	299	684	373	307	680	406	320	726
VT. NURSES TRAINING SCHOOLS															
Jeanne Mance, Burlington	....	34	34	....	40	40	....	41	41	....	31	31	....	30	30
Mary Fletcher, Burlington	....	24	24	....	24	24	....	32	32	....	28	28	....	34	34
Castleton (Nursing)	....			....	2	2									
	....	58	58	....	66	66	....	73	73	....	59	59	....	64	64
OUT-OF-STATE	....	70	70	....	88	88	1	79	80	....	62	62	1	78	79
Totals	....	128	128	....	154	154	1	152	153	....	121	121	1	142	143

OTHER SCHOOLS	1963			1964			1965			1966			1967		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Beautician	1	73	74	3	104	107	2	107	109	1	82	83	2	93	95
Business	12	24	36	3	15	18	7	18	25	7	19	26	5	14	19
Novitiate	8	3	11	9	6	15	7	4	4	5	....	5	3	....	3
Practical Nursing	....	56	56	1	53	54	1	46	47	1	70	71	....	58	58
Dental Hygiene	....	1	1				....	3	3						
Nurses Aid	....	4	4												
X-Ray Technology	2	13	15	3	16	19	2	16	18	4	23	27	1	9	10
Lab Technology							....	4	4	....	3	3	....	1	1
Operating Room Technician							....	2	2						
Inhalation Training										....	1	1			
Miscellaneous	5	....	5	17	....	17	19	2	21	16	....	16	10	8	18
	28	174	202	36	194	230	38	202	240	33	199	232	21	187	208
OUT-OF-STATE	43	77	120	60	147	207	61	151	212	76	78	154	67	85	152
Totals	71	251	322	96	341	437	99	353	452	109	277	386	88	272	360

THE VOCATIONAL EDUCATION GRADUATES

County: STATE TOTALS

	1965			1966			1967		
	Male	Female	Tot.	Male	Female	Tot.	Male	Female	Tot.
School			37			39			48
Town			36			37			44
Total Number Completing Program	545	38	583	804	337	1,141	673	570	1,243
Number Not Available for Placement									
Entered Armed Forces	152	....	152	201	1	202	127	....	127
Continued Full Time School	90	6	96	104	58	162	107	141	248
Other Reasons	....	....	....	....	5	5	8	7	15
Employed and/or Available	302	33	335	499	273	772	431	422	853
Number in Labor Force									
Occupation Trained	153	19	172	288	81	369	235	116	351
Related Occupation	68	4	72	91	14	105	74	48	122
Other Occupation	67	2	69	87	45	132	88	110	198
Part Time Employed	3	....	3	5	16	21	2	6	8
Unemployed	6	6	12	8	61	69	8	106	114
Status Unknown	6	1	7	20	56	76	24	36	60
Left Before Completion of Training	....	....	....	13	28	41	10	25	35

TYPE OF EMPLOYMENT SECURED

	1963			1964			1965			1966			1967		
	In Vt.	Outside State	Total	In Vt.	Outside State	Total	In Vt.	Outside State	Total	In Vt.	Outside State	Total	In Vt.	Outside State	Tot
1. Agriculture	114	2	116	123	1	124	92	4	96	111	5	116	130	4	13
2. Business	235	16	251	240	18	258	307	24	331	293	19	312	311	13	32
3. Clerical	331	45	376	330	48	378	441	50	491	478	45	523	458	61	51
4. Communication	38	3	41	21	2	23	50	4	54	49	2	51	31	2	
5. Domestic & Personal Services	198	18	216	221	22	243	225	27	252	210	23	233	203	16	21
6. Forestry & Fishing, Quarrying, and Mining	11	3	14	12	3	15	31	2	33	17	13	30	7	3	
7. Manufacturing & Mechanical Industries	221	53	274	286	35	321	456	28	484	488	33	521	428	33	4
8. Government & Public Service	10	2	12	11	3	14	27	6	33	45	3	48	25	....	
9. Transportation	86	4	90	88	3	91	96	5	101	106	6	112	115	2	1
10. Miscellaneous	50	11	61	57	7	64	60	9	69	48	13	61	75	14	
Totals	1,294	157	1,451	1,389	142	1,531	1,785	159	1,944	1,845	162	2,007	1,783	148	1,9

Appendix III

ENROLLMENTS IN ADULT VOCATIONAL EDUCATION
Totals for Years 1963-1967

PROGRAM	1963	1964	1965	1966	1967	Total
Agriculture	218	148	263	160	204	993
Distribution and Marketing	74	86	NA	NA	30	190
Homemaking	481	707	681	632	343	2,844
Office Occupations	NA	NA	30	375	242	647
Health Occupations	67	100	120	35	28	350
Technical	312	347	369	351	555	1,934
Trade and Industry	1,046	1,321	1,437	1,808	2,086	7,698
Total	2,198	2,709	2,900	3,361	3,488	14,656